

Summit Parkway Middle

200 Summit Parkway
Columbia, SC 29229

Grades K-8 Middle School

Enrollment 1,142 Students

Principal S. E. Tanner 803-699-3580

Superintendent Dr. Stephen W. Hefner 803-787-1910

Board Chair William Flemming, Jr., DMD 803-736-0015

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	7	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Below Average	No
2006	Average	Below Average	No

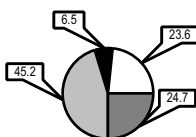
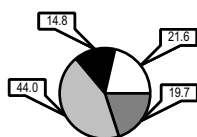
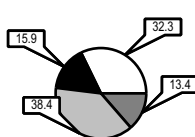
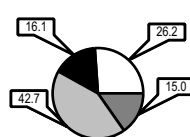
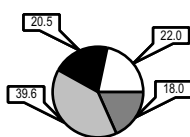
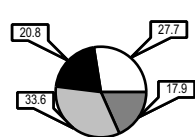
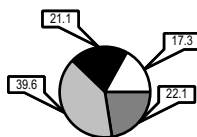
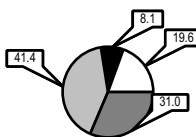
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8	98.6
English 1	N/A	94.9
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	67.6
All Subjects	98.8	97.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,101	99.4	21.8	44.0	26.3	7.9	44.6	Yes	Yes
Gender									
Male	562	99.1	29.4	44.2	21.3	5.1	34.5	N/A	N/A
Female	539	99.6	14.2	43.9	31.2	10.7	54.7	N/A	N/A
Racial/Ethnic Group									
White	398	99.5	11.3	38.8	35.2	14.7	63.0	Yes	Yes
African American	638	99.2	28.9	48.5	19.3	3.3	31.7	Yes	Yes
Asian/Pacific Islander	23	100.0	18.2	22.7	45.5	13.6	68.2	I/S	I/S
Hispanic	34	100.0	22.6	41.9	29.0	6.5	38.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,006	99.8	17.1	46.2	28.4	8.3	47.7	N/A	N/A
Disabled	95	94.7	76.5	18.5	1.2	3.7	8.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,101	99.4	21.8	44.0	26.3	7.9	44.6	N/A	N/A
English Proficiency									
Limited English Proficient	28	100.0	33.3	33.3	20.8	12.5	41.7	I/S	I/S
Non-Limited English Proficient	1,073	99.3	21.5	44.3	26.4	7.8	44.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	348	98.9	31.8	48.1	18.2	1.9	27.8	No	Yes
Full-pay meals	752	99.6	17.1	42.1	30.0	10.7	52.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,101	99.5	20.1	44.2	20.7	15.0	48.8	Yes	Yes
Gender									
Male	562	99.1	24.1	41.8	18.9	15.2	47.7	N/A	N/A
Female	539	99.8	16.2	46.5	22.5	14.8	49.9	N/A	N/A
Racial/Ethnic Group									
White	398	99.7	9.9	38.2	27.2	24.6	65.4	Yes	Yes
African American	638	99.2	28.2	48.5	15.6	7.7	36.6	Yes	Yes
Asian/Pacific Islander	23	100.0	0.0	22.7	27.3	50.0	81.8	I/S	I/S
Hispanic	34	100.0	16.1	48.4	29.0	6.5	48.4	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,006	99.9	15.9	46.1	22.1	16.0	52.0	N/A	N/A
Disabled	95	94.7	69.1	22.2	4.9	3.7	12.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,101	99.5	20.1	44.2	20.7	15.0	48.8	N/A	N/A
English Proficiency									
Limited English Proficient	28	100.0	12.5	37.5	29.2	20.8	58.3	I/S	I/S
Non-Limited English Proficient	1,073	99.4	20.3	44.3	20.5	14.8	48.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	348	99.1	30.2	49.2	15.1	5.5	33.2	Yes	Yes
Full-pay meals	752	99.6	15.4	41.8	23.4	19.4	56.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,101	99.5	30.7	38.8	13.9	16.6	30.5
Gender							
Male	562	99.1	33.3	35.8	12.9	18.0	30.9
Female	539	99.8	28.1	41.7	15.0	15.2	30.1
Racial/Ethnic Group							
White	398	99.7	14.1	38.1	20.1	27.7	47.8
African American	638	99.2	42.4	39.7	9.2	8.7	17.9
Asian/Pacific Islander	23	100.0	18.2	27.3	13.6	40.9	54.5
Hispanic	34	100.0	35.5	32.3	22.6	9.7	32.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,006	99.9	26.2	41.3	14.9	17.7	32.6
Disabled	95	94.7	80.2	11.6	3.5	4.7	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,101	99.5	30.7	38.8	13.9	16.6	30.5
English Proficiency							
Limited English Proficient	28	100.0	29.2	37.5	25.0	8.3	33.3
Non-Limited English Proficient	1,073	99.4	30.8	38.8	13.7	16.8	30.5
Socio-Economic Status							
Subsidized meals	348	99.1	46.2	37.3	9.5	7.0	16.5
Full-pay meals	752	99.6	23.4	39.5	16.0	21.1	37.1

Social Studies							
All Students	1,101	99.5	24.9	42.3	15.7	17.1	32.8
Gender							
Male	562	99.1	26.8	38.7	15.3	19.2	34.4
Female	539	99.8	23.0	45.9	16.1	15.0	31.1
Racial/Ethnic Group							
White	398	99.7	12.0	41.0	19.1	27.9	47.0
African American	638	99.2	34.1	43.7	12.3	9.9	22.3
Asian/Pacific Islander	23	100.0	13.6	22.7	22.7	40.9	63.6
Hispanic	34	100.0	22.6	45.2	29.0	3.2	32.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,006	99.9	21.0	44.3	16.7	18.0	34.7
Disabled	95	94.7	67.4	20.9	4.7	7.0	11.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,101	99.5	24.9	42.3	15.7	17.1	32.8
English Proficiency							
Limited English Proficient	28	100.0	29.2	29.2	25.0	16.7	41.7
Non-Limited English Proficient	1,073	99.4	24.8	42.6	15.5	17.1	32.6
Socio-Economic Status							
Subsidized meals	348	99.1	37.6	42.8	12.8	6.7	19.6
Full-pay meals	752	99.6	18.9	42.1	17.1	22.0	39.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	22	100.0	0.0	9.1	86.4	4.5	90.9
	4	22	95.5	0.0	38.1	47.6	14.3	61.9
	5	22	100.0	4.5	27.3	68.2	0.0	68.2
	6	308	99.7	28.3	35.7	26.2	9.8	36.0
	7	342	100.0	23.6	47.6	24.9	3.8	28.8
	8	368	99.5	12.8	46.6	31.5	9.1	40.6
2006	3	21	100.0	0.0	0.0	38.1	61.9	100.0
	4	22	100.0	0.0	36.4	50.0	13.6	63.6
	5	21	100.0	4.8	38.1	52.4	4.8	57.1
	6	342	99.7	22.1	39.1	31.4	7.4	38.8
	7	346	98.6	26.9	47.2	19.9	6.0	25.9
	8	349	99.7	20.6	49.5	23.4	6.5	29.9
Mathematics								
2005	3	22	100.0	4.5	59.1	31.8	4.5	36.4
	4	22	100.0	4.5	27.3	59.1	9.1	68.2
	5	22	100.0	0.0	36.4	27.3	36.4	63.6
	6	308	100.0	20.9	31.7	28.9	18.5	47.4
	7	342	100.0	22.0	37.4	23.0	17.6	40.6
	8	368	99.5	23.3	38.9	23.6	14.2	37.8
2006	3	21	100.0	0.0	19.0	47.6	33.3	81.0
	4	22	100.0	4.5	54.5	31.8	9.1	40.9
	5	21	100.0	0.0	61.9	23.8	14.3	38.1
	6	342	99.7	19.9	42.3	22.4	15.4	37.8
	7	346	98.8	20.2	41.0	22.4	16.4	38.8
	8	349	99.7	24.0	48.9	14.6	12.5	27.1
Science								
2005	3	22	100.0	4.5	63.6	22.7	9.1	31.8
	4	22	100.0	4.5	27.3	31.8	36.4	68.2
	5	22	100.0	4.5	31.8	27.3	36.4	63.6
	6	308	99.7	32.1	29.3	16.0	22.6	38.7
	7	342	100.0	28.1	42.2	12.5	17.3	29.7
	8	368	99.5	23.9	36.1	18.2	21.9	40.1
2006	3	21	100.0	0.0	38.1	28.6	33.3	61.9
	4	22	100.0	13.6	45.5	18.2	22.7	40.9
	5	21	100.0	9.5	52.4	19.0	19.0	38.1
	6	342	99.7	37.7	37.7	10.5	14.1	24.6
	7	346	98.8	32.5	34.1	15.9	17.5	33.4
	8	349	99.7	26.7	43.2	13.7	16.5	30.1
Social Studies								
2005	3	22	100.0	0.0	63.6	31.8	4.5	36.4
	4	22	100.0	0.0	31.8	50.0	18.2	68.2
	5	22	100.0	0.0	50.0	31.8	18.2	50.0
	6	308	99.4	26.2	36.0	17.5	20.3	37.8
	7	342	100.0	34.5	43.5	12.1	9.9	22.0
	8	368	99.5	23.0	44.9	18.8	13.4	32.1
2006	3	21	100.0	0.0	9.5	38.1	52.4	90.5
	4	22	100.0	0.0	59.1	22.7	18.2	40.9
	5	21	100.0	19.0	42.9	19.0	19.0	38.1
	6	342	99.7	19.5	39.6	18.2	22.7	40.9
	7	346	98.8	38.1	37.8	8.8	15.3	24.1
	8	349	99.7	20.8	50.3	18.0	10.9	28.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,142)				
Students enrolled in high school credit courses (grades 7 & 8)	46.1%	Up from 42.9%	31.9%	16.7%
Retention rate	1.9%	Up from 1.2%	1.6%	2.5%
Attendance rate	97.0%	Down from 99.1%	96.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 3.5%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 3.4%	1.3%	1.0%
Eligible for gifted and talented	22.8%	Down from 23.2%	29.6%	15.6%
On academic plans	37.5%	N/AV	28.9%	39.9%
On academic probation	0.3%	N/AV	0.2%	0.7%
With disabilities other than speech	6.4%	Down from 8.8%	9.9%	12.4%
Older than usual for grade	1.1%	Up from 0.5%	1.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.4%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 75)				
Teachers with advanced degrees	69.3%	Down from 70.1%	59.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	8.6%	9.1%
Teachers with emergency or provisional certificates	4.3%	Up from 2.7%	2.9%	5.6%
Teachers returning from previous year	84.6%	No change	88.8%	84.6%
Teacher attendance rate	96.2%	Up from 95.7%	95.1%	94.8%
Average teacher salary	\$44,205	Up 0.3%	\$43,840	\$42,267
Prof. development days/teacher	9.6 days	Down from 12.0 days	11.4 days	11.9 days
School				
Principal's years at school	7.5	Up from 6.5	5.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.8 to 1	22.8 to 1	21.1 to 1
Prime instructional time	92.3%	Down from 93.6%	90.5%	89.0%
Dollars spent per pupil*	\$6,480	Up 18.1%	\$5,807	\$6,243
Percent of expenditures for teacher salaries*	67.1%	Down from 68.5%	59.1%	59.8%
Percent of expenditures for instruction*	71.3%		67.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.6%	Up from 78.9%	96.7%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry, a K-5 magnet program, are proud to work together to create an exemplary learning community. Our schools continue to collaborate with The University of South Carolina's network of Professional Development Schools by mentoring undergraduate and graduate teaching interns, publishing professional materials, writing grants, conducting research and hosting on-site courses for education majors instructed by USC faculty.

During the 2005-2006 school year, the South Carolina Department of Education recognized Summit Parkway Middle School and Center for Inquiry for their outstanding achievements. SPMS received the Closing the Achievement Gap Award and CFI was recognized with their fourth Palmetto Gold Award. Both schools continue to be Exemplary Writing Schools and collaborated to receive awards for Environmental Excellence. Additionally, CFI's Lego Robotics Team won the Outstanding Achievement Award and represented South Carolina in the International LEGOs Competition. During this year, four additional teachers became certified by the National Board of Professional Teaching Standards for a total of twenty faculty members who are now certified on the combined campuses.

Other notable achievements from this year include 24 students selected for Middle School Region Band; 4 selected for Middle School All State Band; 33 eighth graders named as Junior Scholars; 105 seventh graders qualified for the Duke TIP program; 7 received TIP Honor Roll; and, 20 fourth and fifth graders qualified for the Duke MAP program.

Important curricular highlights at SPMS include the school-wide implementation of the six-minute reading fluency program and the development of an honors curriculum for all sixth grade core academic areas. SPMS continues to ensure parental involvement through Parent Curriculum Nights and resources available on the school's enhanced website.

CFI's inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. Under the direction of their university partner, CFI faculty began development of a professional video series featuring classroom demonstrations for teachers who are interested in implementing an inquiry philosophy in their classrooms.

SPMS and CFI are proud to provide educational academic excellence for their students and to serve as an instructional model for educators in South Carolina and nationally.

Mr. Sig Tanner, Principal

Mr. Russell McCray, Chair, School Improvement Council

Dr. Lyn Z. Mueller, Lead Teacher, Center for Inquiry

Mrs. Babette Renfro, Chair, School Improvement Council, CFI

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	73	314	213
Percent satisfied with learning environment	98.6%	71.5%	86.3%
Percent satisfied with social and physical environment	100.0%	74.5%	78.0%
Percent satisfied with school-home relations	95.9%	82.3%	71.8%

*Only students at the highest middle school grade level at this school and their parents were included.